

Teacher(s): **N. Simmons**

Subject: **E/LA** Grade: **K-2 ACCESS**

Duration: **September 2 – September 6, 2024**

Week 5	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: Where the Wild Things Are by Maurice Sendak (book) companions/resources/activities					
Other Resources (i.e. Internet, books, etc.): reading					
Standards: This section should include the standard/element that is addressed in the learning target. The number is appropriate. TKES 1, 2, 3,4,5, 8,10	<u>Standards</u> HOLIDAY	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 ELAGSEKRI10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 ELAGSEKRI10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 ELAGSEKRI10	<u>Standards</u> ELAGSEKRL2 ELAGSEKRL5 ELAGSEKRI10
Teaching Point: This section should list the learning target/s addressed in the mini lesson and work period. "I CAN statements" TKES 1, 2, 3,4,5, 8,10	<u>Learning Target:</u> <u>Success Criteria:</u>	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -retell a story to show understanding by resequencing the events	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -retell a story to show understanding by resequencing the events	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -retell a story to show understanding by resequencing the events	<u>Learning Target:</u> I am learning: -to become a better reader <u>Success Criteria:</u> I can: -retell a story to show understanding by resequencing the events
Opening: (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participant Describe the instructional process that will be used to introduce the lesson. Connection: This section should explain how the teacher will connect today's teaching to ongoing work and/or personally to students. (activator) TKES 1, 2, 3,4,5, 8,10	<u>Opening/Activator:</u>	<u>Opening/Activator:</u> Before reading the story, look at the front cover. What might our story be about? Discuss the parts of a book, the way we read, and the author and illustrator. Today we're going to make our own wild things!	<u>Opening/Activator:</u> Was Max a wild thing?	<u>Opening/Activator:</u> Have you ever gotten sent to your room?	<u>Opening/Activator:</u> Let's create a fun snack!

Teaching Strategies: This section should include the instructional strategies used to actively engage students in the teaching of the lesson. (Guided Practice, PPT, Explanation, Thinking Maps, Distributed Summarizing, Project Based Learning (PBL), Demonstration, Lecture) TKES 1, 2, 3,4,5, 8,10	<u>Teaching Strategies:</u>	<u>Teaching Strategies:</u> https://www.youtube.com/watch?v=fu3fA7CS8hg Follow along with the book as the animated version plays	<u>Teaching Strategies:</u> As we read the book, discuss why Max ends up on an island. What did he do to get sent to his room?	<u>Teaching Strategies:</u> https://www.youtube.com/watch?v=fu3fA7CS8hg	<u>Teaching Strategies:</u> https://www.youtube.com/watch?v=ALmNPxNehYE&t=30s
Work Period: (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8, 10 Guided Practice: -Interactive instruction between teachers & students. -Planned opportunities for student active engagement and application.		-recreate book with visuals -story map (Story Companion)	-basic concepts practice -sentence building (Story Companion)	-comprehension questions -I can follow directions (Story Companion)	-Max's Wild Mud Pie

Independent Practice: This section should include evidence of student learning. (Assignment, Activity, Project, Lab, etc.)	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____
Assessment: This section should include options to <u>determine level of mastery of the learning target</u> . (note whether formative or summative) TKES 1, 2, 3,4,5,6	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> Reading Eggs <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> Reading Eggs <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> Reading Eggs <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> Reading Eggs <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> Reading Eggs <input type="checkbox"/> finished product <input type="checkbox"/> Other: _____
Reflection: This section should include ways for students to <u>summarize</u> their understanding of the learning target. TKES : 1,2,3, 4,5,6,7,8	<u>Summarizer:</u> Who is the story about?	<u>Summarizer:</u> Did Max stay with the Wild Things?	<u>Summarizer:</u> What did Max do that got him in trouble?	<u>Summarizer:</u> What did the Wild Things say to Max to get him to stay?	<u>Summarizer:</u> Did you like the story?
Differentiation: This section should include specific accommodations of instructions made for the range of student needs, abilities, and preferences in the classroom. (Collaborative Pairs, Pair/Share, Projects, Groups, One-on-One) TKES 1, 2, 3, 4, 5, 7, 8,10	<u>Differentiation:</u>	<u>Differentiation:</u> --small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL students -gestural/partial physical prompting: ALL students -independent (or verbal prompting) completion: none	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL students -gestural/partial physical prompting: ALL students -independent (or verbal prompting) completion: none	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL students -gestural/partial physical prompting: ALL students -independent (or verbal prompting) completion: none	<u>Differentiation:</u> -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL students -gestural/partial physical prompting: ALL students -independent (or verbal prompting) completion: none
Additional Notes:					

Teacher(s): **N. Simmons**

Subject: **Math** Grade: **K-2 ACCESS**

Duration: **September 2 – September 6, 2024**

Week 7	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Materials Needed: EQUALS math book (TE)			Other Resources (i.e. Internet, books, etc.): EQUALS worksheets/manipulatives		
Standards: This section should include the standard/element that is addressed in the learning target. The number is appropriate. TKES 1, 2, 3,4,5, 8,10	<u>Standards</u>	<u>Standards</u> K.NR.4 K.MDR.7.2	<u>Standards</u> K.NR.4 K.MDR.7.2	<u>Standards</u> K.NR.4 K.MDR.7.2	<u>Standards</u> K.NR.4 K.MDR.7.2
Teaching Point: This section should list the <u>learning target/s</u> addressed in the mini lesson and work period. “I CAN statements” TKES 1, 2, 3,4,5, 8,10	<u>Learning Target:</u> <u>Success Criteria:</u>	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -attend in a small group -identify numbers 1-3	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -attend in a small group -make sets by size	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -attend in a small group -make sets by size	<u>Learning Target:</u> I am learning -about math concepts <u>Success Criteria:</u> I can- -attend in a small group -identify numbers 1-3 and make sets by size
Opening: (I Do) An engaging process for lesson <u>introduction</u> that is specifically planned to encourage equitable and purposeful student participant Describe the instructional process that will be used to introduce the lesson. Connection: This section should explain how the teacher will connect today's teaching to ongoing work and/or personally to students. (activator) TKES 1, 2, 3,4,5, 8,10	<u>Opening/Activator</u> <u>https://www.youtube.com/watch?v=-Ouon-1zRds</u>	<u>Opening/Activator</u> Let's all count to 3? <u>https://www.youtube.com/watch?v=yu44JRTIxSQ</u>	<u>Opening/Activator</u> Let's find all the big bears! <u>https://www.youtube.com/watch?v=OEBRDtCAFdU</u>	<u>Opening/Activator</u> Let's find all of the little bears! <u>https://www.youtube.com/watch?v=SV6iC34a46w</u>	<u>Opening/Activator</u> Lets make a chart of big and little! <u>https://www.youtube.com/watch?v=SLZcWGQQsmg</u>

Teaching Strategies: This section should include the instructional strategies used to actively engage students in the teaching of the lesson. (Guided Practice, PPT, Explanation, Thinking Maps, Distributed Summarizing, Project Based Learning (PBL), Demonstration, Lecture) TKES 1, 2, 3,4,5, 8,10	Teaching Strategies	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 34 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 35 -Tell me about it (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 36 -Write About It (Scripted)	Teaching Strategies -EQUALS (ACCESS math program) EQUALS Book p 48 -Challenge Station D Level 2
GUIDED PRACTICE * Interactive instruction between teachers and students. * Planned opportunities for student active engagement and application.		EQUALS Book p 34 -Solve a Problem (Scripted)	EQUALS Book p 35 -Learning Circle (Scripted)	EQUALS Book p 36 -Solve a Problem (Scripted)	EQUALS Book p 49 -Challenge Station E Level 1
Independent Practice: This section should include evidence of student learning. (Assignment, Activity, Project, Lab, etc.)	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____ <input type="checkbox"/> Other _____ _____ _____ _____	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____ <input type="checkbox"/> Other _____ _____ _____ _____	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____ <input type="checkbox"/> Other _____ _____ _____ _____	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____ <input type="checkbox"/> Other _____ _____ _____ _____	<input type="checkbox"/> Worksheet _____ <input type="checkbox"/> Project _____ <input type="checkbox"/> Activity _____ <input type="checkbox"/> Other _____ _____ _____ _____

Assessment: This section should include options to <u>determine level of mastery of the learning target</u> . (note whether formative or summative) TKES 1, 2, 3,4,5,6	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> DTT <input type="checkbox"/> finished product	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> DTT <input type="checkbox"/> finished product	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> DTT <input type="checkbox"/> finished product	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> DTT <input type="checkbox"/> finished product	<u>Assessment:</u> <input type="checkbox"/> ticket out the door <input type="checkbox"/> student created learning map <input type="checkbox"/> data sheets <input type="checkbox"/> self-assessment <input type="checkbox"/> DTT <input type="checkbox"/> finished product
Reflection: This section should include ways for students to <u>summarize</u> their understanding of the learning target. TKES : 1,2,3, 4,5,6,7,8	<u>Summarizer:</u>	<u>Summarizer:</u> Point to the 3 circles	<u>Summarizer:</u> Put all the big bears on the mat that says big	<u>Summarizer:</u> Put all the little bears on the mat that says little	<u>Summarizer:</u> Tell me one thing we talked about this week
Differentiation: This section should include specific accommodations of instructions made for the range of student needs, abilities, and preferences in the classroom. (Collaborative Pairs, Pair/Share, Projects, Groups, One-on-One) TKES 1, 2, 3, 4, 5, 7, 8,10	<u>Differentiation:</u>	<u>Differentiation:</u> EQUALS Book p 34 -Do and Tell -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL students -gestural/partial physical prompting: ALL students -independent (or verbal prompting) completion: none	<u>Differentiation:</u> EQUALS Book p 35 -Let's Play (Scripted) -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL students -gestural/partial physical prompting: ALL students -independent (or verbal prompting) completion: none	<u>Differentiation:</u> EQUALS Book p 36 -Do and Tell -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL students -gestural/partial physical prompting: ALL students -independent (or verbal prompting) completion: none	<u>Differentiation:</u> EQUALS Book p 49 -Challenge Station E Level 2 -small group instruction -individual instruction as needed (1:1) -HOH prompting: ALL students -gestural/partial physical prompting: ALL students -independent (or verbal prompting) completion: none
Additional Notes:					